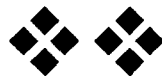


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PUBLIC EMPLOYMENT  
RELATIONS BOARD

# 2007-2008 Master Contract



**Osage Education Association**

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**Osage Community School District**

*820 Sawyer Drive*

*Osage, Iowa 50461*

# Osage Community School District

## Master Contract

2007-2008

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## **PREAMBLE**

The Board of Directors of the Osage Community School District and the Osage Community Education Association recognize and declare that providing a quality education for the students of the Osage Community School District is their mutual desire. As a result, both parties have reached certain understandings, which they desire to confirm in this Agreement. It is agreed as follows:

### **ARTICLE I Definitions**

- A. The term "Board" as used in this Agreement shall mean the Board of Education of the Osage Community School District or its duly authorized representatives.
- B. The term "employee" as used in this Agreement shall mean all professional employees represented by this Association in the bargaining unit as defined and certified by the Public Employment Relations Board.
- C. The term "Association" as used in this Agreement shall mean the Osage Community Education Association or its duly authorized representatives.

### **ARTICLE II Grievance Procedure**

- A. A grievance is a complaint that there has been an alleged violation, misinterpretation, or misapplication of any of the specific provisions of this Agreement, or an alleged violation, misinterpretation, or misapplication of any provision of an individual contract or supplemental contract pursuant to this Agreement.
- B.
  - 1. A "Grievant" is the person or persons or the Association making the complaint.
  - 2. The failure of a grievant to act on any grievance within the prescribed time limits will act as a bar to any further appeal and an administrator's failure to give a decision within the time limits shall permit the grievant to proceed to the next step. The time limits, however, may be extended by mutual agreement.
  - 3. Any investigation or other handling or processing of any grievance by the grievant shall be conducted so as to result in minimal interference with or interruption of the instructional program and related work activities of the grievant or of the teaching staff, except only in the event of a PERB ordered procedure requiring the grievant's presence, in which case the grievant shall suffer no loss of compensation.
  - 4. A grievant may be represented at all pre-arbitration stages of the grievance procedure by himself, or, at his option, by an Association representative selected by the Association. If an aggrieved party is not represented by the Association, the Association shall have the right to be present and to state its views at all stages of the grievance procedure.

- C. 1. **First Step:**  
An attempt shall be made to resolve any grievance in informal, verbal discussion between the grievant and his or her principal.
2. **Second Step:**  
If the grievance cannot be resolved informally, the grievant shall file the grievance with the grievant's principal in writing on the form set forth in Schedule A, which form shall be provided by the Association and shall be signed by the grievant, and, at a mutually agreeable time, discuss the matter with the principal. The filing of the formal written grievance at the second step must be within fifteen (15) school days from the time when the events creating such grievance become known to the grievant. The principal shall make a decision on the grievance and communicate it in writing to the grievant and the Superintendent within ten (10) school days after receipt of the grievance.
3. **Third Step:**  
In the event a grievance has not been satisfactorily resolved at the second step, the grievant shall file, within ten (10) school days of the principal's written decision at the second step, a copy of the grievance with the Superintendent. Within ten (10) school days after such written grievance is filed, the grievant and Superintendent or his designee shall meet to resolve the grievance. The Superintendent or his designee shall file an answer within fifteen (15) school days after receipt of the grievance and communicate it in writing to the grievant, Association, and the principal.
4. **Fourth Step:**  
If the grievance is not resolved satisfactorily at Step 3, there shall be available a fourth step of impartial, binding arbitration. The Association may submit, in writing, a notice on behalf of the Association and the grievant to the Superintendent within ten (10) days after receipt of the Step 3 answer to enter into such arbitration. The arbitration proceedings shall be conducted by an Arbitrator to be selected by the two parties within seven (7) days after said notice is given. If the two parties fail to reach agreement on an Arbitrator within seven (7) days, the PREB will be requested to provide a panel of five (5) arbitrators. The parties will determine by lot which shall have the right to strike the first name, which shall be done within five (5) school days; thereafter, the other party shall have two (2) school days to strike one of the remaining names and thereafter each of the two parties will alternately strike one name at a time from the panel until only one shall remain, which strikes shall be taken within one (1) school day following action by the previous party. The remaining name shall be the Arbitrator. The decision of the Arbitrator will be binding on the parties.

The Arbitrator so selected shall confer with the representatives of the Board and the Association and hold hearings promptly and shall issue his decision not later than fifteen (15) working days from the date of the close of the hearings, or, if oral hearings have been waived, then from the date the final statements and proofs on the issues are submitted to him. The decision of the Arbitrator shall be submitted to the Board and the Association and shall be final and binding on the parties.

Expenses for the Arbitrator's services shall be born equally by the School District and the Association. Any other expenses incurred shall be paid by the part incurring the same.

- D. All documents, communications, and records dealing with the processing of a grievance shall be filed in a separate grievance file and shall not be kept in the personnel file of any of the participants but shall be open to inspection by the grievant and the Association upon request and at reasonable times, which inspection shall be limited to the particular grievant's personal grievance file.

### **ARTICLE III Dues Deduction**

- A. **Authorization:**  
Any employee who is a member of the Association, or who has applied for membership, may sign and deliver to the Board prior to September 10 an assignment authorizing payroll deduction of professional dues, which shall be defined as ISEA unified dues and which shall not, however, include initiation fees, special assessments, back dues, or fines. The form of the assignment may be as set forth in Schedule B.
- B. **Regular Deduction:**  
Pursuant to a deduction authorization, the Board shall deduct one-twelfth (1/12) of total dues from the regular salary check of the employee each month for twelve (12) months, beginning in September and ending in August of each year. Those employees paid on a nine (9) month basis shall have one-ninth (1/9) of total dues deducted each month for nine (9) consecutive months beginning in September and ending in May of each year.
- C. **Pro-Rated Deduction:**  
Employees who begin dues deduction after September shall have the total dues pro-rated on the basis of the remaining months of employment throughout August.
- D. **Duration:**  
Such authorization shall continue in effect from year to year unless revoked in writing by a thirty (30) days' notice from the employee to the Board.
- E. **Transmission of Dues**  
The Board shall transmit to the Association the total monthly deduction for professional dues as herein above defined within ten (10) school days following each regular pay period. A master list listing the employees for whom deduction was made shall be furnished at the beginning of the school year and any subsequent changes of personnel or amount shall be furnished following the pay period such changes occurred.
- F. **Indemnification:**  
The Association agrees to indemnify and hold harmless the Board, each individual member thereof, and all administrative personnel against any and all claims, costs, suits, or liability including court costs and attorney fees incurred as a result of the application of the provisions in this Agreement pertaining to dues deduction.

**ARTICLE IV  
Wages and Salaries**

**A. Schedules:**

The salary of each employee covered by the regular salary schedule is set forth in Salary Schedule C, Salary Schedule C-1 and Schedule E which are attached hereto and made a part hereof.

**B. Placement of Salary Schedule:**

**1. Step Adjust to Salary Schedule**

Each employee shall be placed on his proper step of the salary schedule as of the effective date of this Agreement and in accordance with paragraph 3 below. Any employee hired to fill a vacancy that exists prior to the commencement of the second semester of any school year shall be given full credit for one (1) year of service toward the next increment step for the following year. Such credit may be granted to an employee hired at a later date in the sole discretion of the Superintendent.

**2. Lane Adjustment of Salary Schedule:**

Each employee shall be placed in the proper lane of the salary schedule. Proper lane shall be determined by the highest degree held by the employee plus any hours earned subsequent to the acquisition of their highest degree.

**3. Credit for Experience:**

Credit up to the tenth step of any salary level on the employee salary schedule shall be given for previous outside teaching experience in a duly accredited school upon initial employment.

**C. Advancement on Salary Schedule:**

**1. Increments:**

Employees on the regular salary schedule shall be granted one increment or vertical step on the schedule for each year of service until the maximum for their educational classification is reached. A year of service consists of employment in the Osage Community School District for a minimum of one semester or may be granted for a lesser period of service in the sole discretion of the Superintendent.

**2. Educational Lanes:**

Employees on the regular salary schedule who move from one education lane to a higher educational lane shall move to the corresponding eligible step in the higher lane. For an employee to advance from one educational lane to another, the employee shall prior to March 1 file with the Superintendent a written statement of intent to acquire qualifying credits. The employee shall also file suitable evidence that such additional educational credit has been achieved within two weeks after receipt of such certification but in no event more than ninety (90) days after commencement of the first semester of that contract year. If such evidence is filed after the ninety (90) days period but prior to the start of 2nd semester, the employee shall advance in lane beginning the second semester.

**D. Method of Payment.**

**1. Pay Periods:**

Each employee on a twelve (12) month basis shall be paid in twelve (12) equal installments on the 25th of each month. Each employee paid on a nine (9) month basis shall be paid in twelve equal installments on the 25th of each month. Employees shall receive their checks at their regular building and on regular school days unless otherwise designated by the teacher. Direct Deposit of checks will be made available to employees upon request. All employees hired after July 1, 2006 must use direct deposit.

**2. Exceptions:**

When a pay date falls on or during a school holiday, vacation, or weekend, pay checks will be issued on the last previous working day.

**3. Final Pay:**

Each non-returning employee shall have the option of receiving all or any part of the employee's earned contracted salary on the last pay period of the in-school work year. Notification of the election of this option shall be given in writing to the Secretary of the Board of Education not later than the 5th day of the month in which such election becomes effective.

**4. Summer Checks:**

Summer checks, other than for summer school teachers, shall be mailed to the home address or P.O. box of the employee, unless already Direct Deposited.

**E. Extended Contract Rate:**

The salary schedule is based upon the regular school calendar and the normal teaching load as set forth in this Agreement. Any employee whose curricular teaching assignments exceed the regular employee work year (Article VIII) or the normal employee hours and load (Article IX) will receive additional compensation at the rate of one hundred percent (100%) of the employee's per diem rate of pay excluding extracurricular assignments.

**ARTICLE V  
Supplemental Pay**

**A. Rates of Pay for Extracurricular Activities:**

Employee participation in extracurricular activities which extend beyond the regular scheduled in-school day shall be compensated according to the rates of pay stipulated in Schedule D which is attached hereto and made a part hereof

**B. Expenses of Traveling Employees:**

Whenever possible, as determined by the Superintendent, schedules of employees who are assigned to more than one school shall be arranged so that such employees shall not engage in inter-school travel of more than one round trip per day, which same shall be at employee's expense. If more than one round trip per day is required by the Administration, or in the event employees are requested by the Administration to attend out-of-town, school-related activities, the employee shall first make request of the administration for transportation to be provided at the District's expense. If such transportation is unavailable and the employee is required to use his or her own vehicle, the employee shall be reimbursed for such use at the rate of 30 cents per mile.

- C. A teacher who drives a school-owned vehicle transporting students to a school activity for which the teacher is a coach, director or sponsor shall be reimbursed for their services at a rate of \$25 for any trip less than 60 miles one way. Any trip 60 miles and longer, will be reimbursed at a rate of \$35.
- D. **Extra Duty Assignments:**
1. **School Day Assignments**  
Each employee may be required to participate in not to exceed three (3) extra duty assignments beyond the in-school work day. Such duties shall be way of example include ticket taking, ticket selling, assisting at sporting events, supervising and chaperoning extracurricular activities, sponsoring prom decorations and homecoming floats or any other duty of the similar nature assigned during the in-school work year. In exchange, all married teachers and their spouses will be admitted without charge to all school activities with the exception of state tournament series. Each single teacher and one guest shall also share in the above privilege.
  2. **Non-school Day Assignments:**  
Teachers shall not be required to work extra duty assignments when there is a non-contract day (holidays, breather days, etc.), including weekends. If they are assigned or volunteer for one non-contract day assignment, they will be given credit for two extra duty assignments. They may not be assigned to work more than one non-contract day assignment.

Teachers who work more than three times or the equivalent thereof, shall be reimbursed at the rate of \$20.00 per assignment for each extra assignment.

## **ARTICLE VI**

### **Insurances**

- A. **Types:**  
The Board agrees to provide all employees the following fully paid insurance protections:
1. **Health, Major Medical and DXL**  
Each employee employed at least half time or more shall be provided insurance which is equal to or exceeds the coverage presently in force, underwritten by a carrier approved by the Board. The Board shall pay the entire single-rate cost for each employee. In cases of employees who elect to carry family coverage, the Board shall pay an additional \$290.00 per month per each such employee toward said premium. In no event shall the Board's contribution exceed the actual premium.  
  
Nurses shall not be eligible for the Board's contribution toward family coverage. This provision shall apply only to nurses and will not affect other members of the bargaining unit.  
  
Wellness: All cost for wellness program should be paid by the Board. Eligible members include all faculty and staff covered by the school group plan.



2. **Tax Sheltered Annuities**

An employee electing single coverage by a health and major medical program as prescribed in Article VI A.(1) will have \$110.00 of the difference in the monthly premium costs between the single and family coverage paid to a tax-sheltered annuity program of the employee's choice.

Upon appropriate written authorization from the employee, the Board shall deduct from the salary of any employee and make appropriate remittance for annuities. Employees shall be able to make the initial declaration and any changes in authorization of these deductions by the 1<sup>st</sup> Friday of each month.

3. **Life**

Each employee shall be covered by a term life insurance program paid for by the Board that provides a minimum death benefit of fifty thousand dollars (\$50,000), double for accidental death, underwritten by a carrier approved by the Board.

4. **Disability**

Each employee shall be covered by a long term disability insurance program paid by the Board that provides the following benefits:

- a. Monthly Income Benefits - 60% of employee's covered monthly compensation to a maximum benefit of \$1,800.00 less any payments for that month for which employee and employee's dependents are eligible under the Federal Social Security Act. Once established, the monthly income benefits shall not be further reduced by subsequent increases in Social Security benefits. This coverage shall be further coordinated with Workmen's Compensation and sick leave benefits as presently provided.
- b. Qualifying Period - three consecutive months.
- c. Maximum Benefit Period - for accident to age 65 and for sickness to age 65.
- d. Overall Income Limit - 75% of basic monthly compensation.
- e. Minimum Monthly Benefit - \$50.00

5. **School Liability**

All employees shall be covered by a school-financed liability insurance covering job-related performance of duties.

B. **Coverage:**

1. The Board-provided insurance programs shall be for twelve (12) consecutive months (beginning September 1 and ending August 31). Employees new to the district shall be covered by Board-provided insurances A.(1), A.(2), and A.(3) no later than one (1) month after commencement of employment duties.
2. In the event group-coverage under any part of this article is unavailable for employees due to age limitations imposed by the carrier, the Board shall not be held responsible for providing such coverage except that the Board agrees to pay the monthly "carve out" fee for those employees covered by Medicare.

**C. Descriptions:**

The Board shall provide each new employee a description of the insurance coverage provided herein within ten (10) days of the beginning of the school year or date of employment, which shall include a clear description of conditions and limits of coverage as provided above. The Board will be responsible for providing insurance information in the form of applications and enrollment meetings.

**D. Continuation:**

In the event that an employee, absent because of illness or injury, has exhausted sick leave accrual, the above-mentioned benefits shall continue throughout the balance of the school year.

Employees on paid leave shall continue to have Board contributions made according to the level described above.

Employees on non-paid leave for one (1) month or longer shall have the option to continue any or all of the Board paid programs by paying the premiums themselves to the Board on or before the billing date.

**E. Flexible Benefits Program:****1. Eligibility:**

All employees covered by this contract are eligible to participate in the Flexible Benefits Program.

2. The Flexible Benefit Program will begin on July 1 of each year and end June 30. The first contribution to the program will be the June pay period.

3. Employees may choose to participate or not to participate in the program each year or change the level of participation each year according to the Flexible Benefits Program procedures.

4. No provisions of this contract shall violate state or Federal laws regarding Flexible Benefit Programs.

## **ARTICLE VII**

### **Leaves**

**A. Sick Leave****1. Accumulative Benefits:**

All employees covered by the terms of this Agreement shall be entitled to sick leave for personal illness, maternity, or injury with full pay on the following basis:

1<sup>st</sup> through 3<sup>rd</sup> year ..... 13 days

4<sup>th</sup> through 5<sup>th</sup> years ..... 14 days

6<sup>th</sup> & subsequent years ..... 15 days

Unused sick leave shall be accumulated from year to year with a maximum accumulation of one hundred twenty (120) days, plus fifteen (15) days for the current year. In the event of a question concerning whether or not a particular employee was, in fact, sick, the employer may require a doctor's certificate certifying that the employee was sick on the date claimed, which certificate shall be furnished at employer's expense.

2. **Notification to Employer:**

In the event of a foreseeable need for the use of sick leave by an employee, the employee shall notify the building principal as soon as employee foresees the necessity to alter employment commitments. Such notification shall be in writing advising of the date the employee expects to commence leave and the date the employee expects to resume full employment commitment.

If differences of opinion exist as to the employee's physical or mental ability to continue or resume the duties of employment, the same shall be resolved by a written statement from the employee's attending physician, which same shall be at employee's expense.

3. **Special Circumstance:**

Non-accumulative additional sick leave benefits may be extended if in the sole and exclusive discretion of the employer the same is warranted, which decision shall not be subject to grievance procedures.

A leave of absence beyond the time of medical inability to perform normal teaching activities as certified by the employee's physician for pregnancy and childbirth may be granted without salary or sick leave benefits for a period not to exceed one (1) year. Insurance coverages may be maintained at employee's option and expense.

4. **Notification of Accumulation**

Upon written request, employee will be furnished a written accounting of accumulated sick leave days no later than the final contract day of each year.

5. **Job Related Injury:**

When an employee is injured by a cause arising out of and in the course of the employee's employment and received workmen's compensation under the Iowa Workmen's Compensation Act, the employer agrees to pay the difference between the employee's regular rate of pay and the benefits received under workmen's compensation. The difference, converted into time lost and calculated to the nearest one-half (1/2) day, shall be charged against the accumulated sick leave of the employee.

B. **Temporary Leaves of Absence**

1. **Personal Leaves:**

- a. Each employee covered by this Agreement shall be credited for not to exceed three (3) full days per school year personal leaves of absence. Unused personal leave may be accumulated at the rate of one (1) day for each full day not used to a maximum of four (4) days and no more than four (4) days may be taken in any one (1) year. Days granted for personal leaves shall not include the day before or immediately following a holiday or vacation nor the first or last day of school. Not more than two (2) teachers shall be absent for personal leave at the same time from any building. The principal shall be responsible for hiring and paying the substitute.

- b. In the event children of employees become involved in state sponsored competitions, the number per building and time restrictions in paragraph (a) shall be suspended.
- c. Additional emergency days may be granted at any time during the school year for emergency or personal purposes subject to the sole discretion of the principal, which discretion shall not be subject to grievance procedures. In the event of emergency leave the principal shall be responsible for hiring and paying the substitute. These additional emergency days can be taken at any time and not necessarily after the three personal leave days referred to in paragraph (a) above.
- d. Each employee shall be reimbursed at the current substitute teacher rate of pay for personal leave not used or not carried over.

2. **Temporary Leaves of Absence, Family Leave**

Up to two (2) days of leave may be used for a family illness concerning employee's spouse, son or daughter, parents, siblings, stepparent, stepchildren or in-laws (mother, father, son, daughter, brother or sister). The principal shall be responsible for hiring and paying the substitute. If more than two (2) days are needed, an employee shall have up to three (3) additional family leave days which may be used if said employee's PERSONAL LEAVE days have been used.

3. **Jury and Legal:**

Employees who are called for jury service will receive the difference between their pay as jurors and their regular daily rate of pay. An employee called for jury service or subpoenaed to appear before a judicial tribunal will notify employer within twenty-four (24) hours after notice of call to jury duty or service of subpoena and suitable proof of jury service pay shall be presented to the employer. On any day when the employee is excused from jury duty during the regular working hours, he will report to work within one hour thereafter if school is still in session.

4. **Bereavement:**

Up to five (5) days of leave may be granted at any one time in the event of the death of an employee's spouse, child, son-in-law, daughter-in-law, parent, father-in-law, mother-in-law, brother, sister, brother-in-law, sister-in-law, grandchild, grandparent, grandparent-in-law, aunt, uncle, aunt-in-law or uncle-in-law. Up to one (1) day of leave shall be granted to an employee in the event of the death of a close personal friend or other relative not listed above. Other persons may be considered immediate family for this purpose where special conditions are determined to exist, which determination shall be made by the superintendent and shall not be subject to grievance procedures. The employer, at its discretion, may grant additional time if in the employer's discretion extraordinary circumstances are determined to exist.

5. **Association**

Up to six (6) days shall be available for representatives of the Association to attend conferences, conventions, or other activities of the local, state and national affiliated organizations, no more than half of such days to be utilized by any one employee.

6. **Professional Leave.**

Each employee covered by this Agreement may make application for professional leave, which application shall be made to the principal at least one (1) week in advance of the proposed leave. Such leaves shall be used for the purpose of:

- a. Visitation to view other instructional techniques or programs.
- b. Conferences, workshops, or seminars conducted by colleges, universities, or other educational institutions or organizations.

Travel, meals, lodging, and registration fees shall be deemed appropriate expenses, as well as the cost of the substitute teacher needed to relieve the participant, all of which shall be paid by the Board. The decision to grant such leave shall be at the discretion of the principal and shall not be subject to grievance procedures.

7. **Extended Leaves**

Employees may be granted extended leaves of absence by employer for good cause shown. The decision as to whether the leave of absence will be granted shall be solely and exclusively within the discretion of the employer, which decision shall not be subject to grievance procedures. Such extended leaves shall be without pay and shall not exceed the period of twelve (12) calendar months. As a prerequisite to preservation of return rights in the case of extended leave (other than military, which same are governed by Chapter 29A, 1975 Code of Iowa), the employer may require the employee to a contractual commitment of continued service to the district for a period not longer than two (2) school years following return.

Employees on extended leave shall not advance on the salary schedule or accrue other benefits during such leave. Upon return from extended leave, employees shall resume salary and accrue benefits from the point at which they were immediately prior to taking the extended leave, except for lane changes which shall be granted when additional education acquired entitles employees to such changes. Employees on an extended leave shall have the option to maintain all insurance coverage's during leave at their expense.

**ARTICLE VIII**  
**Employee Work Year**

A. **In-School Work Year:**

1. **Regular Contract:**

The in-school work year for employees contracted on a 191-day basis (other than new personnel who may be required to attend an additional one day of orientation) shall not exceed one hundred eight-five (185) work days. Any days beyond the 191 contract days will be paid at the per diem rate.

2. **Definition of In-School Work Year:**

The in-school work year shall include days when pupils are in attendance, orientation days, in-service days, six (6) holidays and days when teacher

attendance is required even though the pupils are excused due to inclement weather or other emergency closing.

3. **Attendance:**

Employee attendance shall be required during the in-school work year even though student attendance is excused for reason of inclement weather or other emergency closing. The building principal or immediate supervisor in his sole discretion may excuse employees under prolonged inclemency situations, but such discretion shall not be subject to grievance.

B. **Holiday:**

The regular and extended contract of employees shall include six (6) holidays. Such holidays shall be Labor Day, Thanksgiving, Christmas, New Year's Day, Good Friday and Memorial Day. No employee shall be required to perform school-related duties on any of the above holidays.

## **ARTICLE IX**

### **Employees Hours and Load**

A. **Workday:**

1. **Length of Day:**

The regular in-school work days shall consist of not more than eight (8) hours which shall include a duty-free lunch period as herein after provided.

2. **Arrival and Dismissal Time:**

The arrival and departure times for all employees shall be either 8:00 a.m. and 4:00 p.m. or 7:30 a.m. and 3:30 p.m. At the beginning of each quarter each employee shall select his or her working hours. On Fridays and days preceding holidays or vacations, the employee's day shall begin at 8:00 a.m. and end fifteen (15) minutes following the departure of school buses from the central dispatching point. In the event of inclement weather or other emergency closing, employees may be dismissed immediately upon the buses return. Variations from the stipulated commencement or dismissal time during the employees non-instructional hours may be granted by the building principal when the principal deems the same to be appropriate and which will not be unreasonably withheld.

On days on which the Association's general meetings are held, employees who attend the meeting shall be dismissed fifteen (15) minutes following the departure of school buses from the central dispatching point. There is a maximum of (5) times per year that employees will be dismissed early under the provisions of this paragraph.

B. **Teaching Load:**

1. **Middle and High Schools:**

The maximum daily teaching load in the middle and high schools shall be six (6) teaching periods when a seven (7) period day exists. Assignments to a supervised study period during school hours shall be considered a teaching period for the purpose of this Article.

2. **Elementary Schools:**  
The daily teaching load in the elementary schools shall not exceed six (6) hours of classroom instruction per day.
- C. **Preparation Time:**  
Middle and high school teaching employees shall be entitled to a minimum of five (5) preparation periods per week assigned one (1) such period per day whenever scheduling permits as determined exclusively by the building administrator.
- D. **Lunch Periods:**
  1. Employees shall have a daily duty-free lunch period equal to that of their assigned students, but not to exceed thirty (30) minutes. For employees supervising lunchrooms, the district will provide a school lunch at no cost to the employee.
  2. Employees may leave the building during their scheduled lunch periods and during their preparation time provided the employee first obtains permission of the principal, when the principal deems the same to be appropriate and which will not be unreasonably withheld.
- E. **Faculty Meetings:**  
The employees recognize the right of the administration to schedule faculty meetings without additional compensation. However, the administration shall limit the number of these meetings to be reasonable as to the number of times and prior notification.
- F. **Volunteer Substitution:**  
Regular employees may volunteer for temporary substitute duties during their preparation time. In the absence of volunteers, an employee may be assigned to serve as a temporary substitute. Such assignments shall be arranged by the principal of the school in question and distributed as equitably as possible among the employees in said school, but shall be made in the sole and exclusive discretion of the principal. Each employee so assigned shall be paid beginning with the third such assignment at the rate of one-sixth (1/6) of regular substitute pay.

## **ARTICLE X**

### **Reduction or Realignment of Staff**

- A. In the event that layoffs may become necessary because of a substantial change in the size or nature of student enrollment or because of budgetary limitations or because of curriculum revision, the determination of such necessity being in the sole, final, and exclusive judgment of the Board of Education, staff reduction will be accomplished in the following manner: The Board will first attempt to accomplish the same by attrition. If reduction of staff cannot be accomplished by attrition, then fully certified employees properly endorsed by the State of Iowa are to be laid off next. Those with the least total years of experience in the district shall be next laid off first. In instances wherein those employees subject to layoff have taught an equal number of years in the district and have accumulated an equal number of years of experiences in other districts, that employee least well-prepared (number of college credits earned) in the curricular area affected shall be laid off. In instances wherein the affected employees of equal experience in other districts are equally prepared, the Board shall make the necessary

layoff according to the needs of the district. Extra duties and supplemental pay assignments shall not be criteria for layoff.

For the purposes of the Article "curricular areas" mean:

- ◆ Grades Pre-K to 5 classroom teachers
- ◆ Pre-K to 5 special education teachers
- ◆ Grades 6-12 curriculum areas – agriculture, business education, foreign language, family consumer sciences, industrial arts, language, mathematics, science and social studies.
- ◆ Grades 6-12 special education teachers
- ◆ All school curriculum areas – art, instrumental music, media, physical education, talented and gifted, nurses and guidance.

- B. Laid-off employees shall be reinstated in inverse order of layoff if qualified to fill the vacancies. No new or substitute full-time appointments shall be made while there are employees available who are eligible under the recall provision of this Article and qualified to fill the vacancy. Involuntary transfers shall not be made to prevent the reinstatement of laid-off employees eligible under the recall provisions of this Article.
- C. Any employee laid off pursuant to the provision of this Article shall have recall rights as set forth in the above paragraph to any position for which they are certified and which they were teaching at the time of the layoff. (Article X, Section A) Such recall rights shall exist for a period of two years from the 30th day of June of the school year when laid off. It is the responsibility of the employee on layoff and subject to recall to keep the Superintendent notified as to the correct address.
- D. Any employee re-employed by exercise of recall rights will be reinstated at the same salary, related benefits, and experience as if their last year of regular employment had been the year immediately prior to the year of re-employment (e.g. If at the time of layoff the employee was on Step 10, employee, upon re-employment, would proceed to Step 11).
- E. Any employee who for reasons of staff reduction or realignment resigns upon request or is laid off for such reasons shall be accorded the recall rights provided by this Article unless specifically waived in writing by the employee. The Board shall annually provide the Association with a current list of those employees who currently retain such rights.

## **ARTICLE XI**

### **Health Procedure**

#### **Physical Fitness:**

Pre-employment physicals shall be required by the district. Each new employee shall show evidence of physical fitness when employed by the district. Such medical report may be limited to a statement by the physician that the employee is physically qualified to perform teaching duties within the district. Such medical report shall be on file in the office of the Superintendent prior to the issuance of the first paycheck.



## **ARTICLE XII Safety Procedure**

The employer will assure, insofar as possible, safe working conditions for its employee pursuant to applicable law. In case of a bomb threat, no employee shall be required to make a search for it.

## **ARTICLE XIII Employee Evaluation**

### **A. Purpose:**

The purpose of evaluation is to promote professional improvement and growth of teaching employees to the end that the instructional program improves. It further seeks to protect teaching employees from hasty or unjust criticisms and provides a definite system for identifying and recognizing teaching employees' professional performances. This Article deals with evaluation and professional growth of classroom teaching practices only. Nothing herein shall preclude evaluation by such other means as may be requested by the employee or deemed pertinent by the administration subject to the right of the employee to review the evaluation reports and respond thereto if they become a part of the employee's personnel file.

### **B. Notification.**

1. Within thirty (30) school days after the beginning of each school year, the building principal or an administrator shall acquaint all new employees under their supervision with the formal evaluation and growth plan procedures and shall acquaint all employees with any changes made in previously existing evaluation procedures.
2. The Superintendent shall assign administrative personnel to evaluate employees who are assigned to more than one school under more than one principal, in which case the written evaluation shall be prepared by the individual(s) making the evaluation observations.

### **C. Probationary Status:**

1. During the first two years of employment, an administrator will evaluate the employee at least once annually using the Formal Evaluation Plan described in Section E.
2. Teachers with an initial provisional license shall be formally evaluated using the Comprehensive Evaluation Summative Evaluation developed by the Iowa Department of Education.

### **D. Career Development Plan**

After the probationary period, the employee and principal/evaluator shall annually develop a mutually agreed upon career development plan. The plan shall be based on the following:

- The Iowa Teaching Standards and criterion.
- The student achievement goals of the district as outlined in the comprehensive school improvement plan.
- The needs of the teacher.

Process Used

1. The Career Development Plans are to be drafted by October 1.
2. The Career Development Plans may be developed by an individual or group.
3. The principal or evaluator will meet the teacher(s) to review the plan, jointly modify as needed, and approve the plan by October 30. Both the teacher and principal will have a copy.
4. A mid-year reflection meeting will occur once during the year. The purpose of the meeting is to review progress in meeting the goals in the plan, to review collaborative work with other staff on student achievement goals, and to modify the plan as necessary. Conferences with teachers working on a joint plan may be held individually or collectively.
5. The employee and the principal/evaluator yearly shall meet by May 15 to review progress in meeting the goals of the individual's individual plan and review the "Career Development Plan End of the Year Report." Both the teacher and administrator will have a copy of the report. This report shall become part of the Performance Review.
6. The teacher keeps the materials created as part of the Career Development Plan such as "artifacts" and reflections.

**E. Formal Evaluation Plan**

The Formal Evaluation Plan is a summative evaluation of all non-probationary employees that is used to determine whether the employee's practice meets district expectations, the Iowa Teaching Standards, and the employee's career advancement. A Formal Evaluation for all non-probationary employees will be conducted at least once every three years for the purpose of:

- Assisting teachers in making continuous improvement
  - Documenting continued competence in the Iowa Teacher Standards
  - Determining whether the employee's practice meets school district expectations for career advancement
  - Identifying teachers in need of improvement
1. All observations of an employee for formal evaluation purposes shall be conducted with the full knowledge of the employee. At least one of such observations for formal evaluation purposes shall be pre-announced at least 24 hours before the observations. The administration may make unannounced visits at their discretion. If an informal classroom observation becomes evaluative, the employee shall be notified in writing within two (2) school days of the visit. Within five (5) days, a conference will be held and the employee will have the right to submit an explanation, other written statements, or other supportive evidence in response.
  2. All formal evaluations shall be in writing.
  3. Evaluations will be based upon the matters set forth in Schedule F (Performance Review Summative Form), but need not be limited thereto, if such other procedures are specified.

4. Evaluation procedures shall be consistent between evaluators within the district. In no case shall teachers in one building be required to follow procedures that are different from those in other buildings.
5. An individual/group conference between each teacher participating in a Performance Review and the evaluator will be held by October 15.
  - a. Lays out the general timeline
  - b. Begins collaborative work between the teacher and evaluator that results in a schedule that may include dates for observations and discusses topics that might be addressed in the process.
  - c. Explains expectations of the teacher.
  - d. Provides an opportunity for the teacher to ask questions.
6. Buildings may hold general planning sessions with the evaluator(s) and groups of teachers as appropriate. Such sessions may be held quarterly to assist teachers.
7. Length: Each formal written evaluation shall be preceded by at least two classroom observations consisting of at least thirty (30) consecutive minutes.
8. Conference and Copy: A copy of the observation comments shall be given to the employee and the "post-observation conference" shall be held between the employee and the evaluator within five (5) school days following each classroom observation. The purpose of the "post-observation conference" is to identify the teacher's current status in meeting the eight Iowa Teaching Standards and to discuss any additional artifacts and/or information that are needed to document the Iowa Teaching Standards. The classroom observations and "post-observation conference" will be completed by February 15. The teacher and the evaluator shall each receive copies of suggestions that may arise from this meeting. The employee's signature does not necessarily mean agreement with the evaluation but rather awareness of the content.
9. The evaluator's written observation comments shall be reviewed at the post-conference. As part of the post-conference, the evaluator shall also document standards/criteria that have been observed (1) during formal and informal observation, (2) in written materials developed by the teacher, and (3) in the pre- and post-conferences.
10. The teacher and evaluator shall continue to meet to review any additional documentation and continue to identify the teacher's status in documenting the eight Iowa Teaching Standards.
11. By March 15 the evaluator and teacher shall jointly determine what information the evaluator needs in order to indicate the teacher meets all eight standards. If another observation is needed, it shall be held by April 15. If only a conference is needed, then it shall be held by April 15.
12. By April 30, the evaluator shall complete the Performance Review and arrange a mutually agreed upon date with the teacher to discuss the review. The evaluator shall provide the teacher with a copy of the completed Performance Review at least one day prior to the meeting. Each standard will be rated as "meets"

standards” or “does not meet standard.” Each standard’s criteria will not be rated, but will be used as a reference point for evidence of overall performance on each standard.

13. Responses: If the employee feels his/her formal written evaluation is incomplete, inaccurate, or unjust, he/she may put his/her objection in writing and have them attached to the evaluation report to be placed in his/her personnel file. The file copy of such objections shall be signed by both parties to indicate awareness of the content.
14. If the formal evaluation is unsatisfactory, then the employee may be placed on the Intensive Assistance Plan.

#### **F. Intensive Assistance Plan**

The purpose of the Intensive Assistance is to provide a structured process for a Career Teacher who needs additional assistance and support to maintain an acceptable level of performance, as identified in the Iowa Teaching Standards and Criteria. It is used when a teacher's future employment with the Osage Community Schools is being scrutinized and a potential termination of contract could result. The process is initiated in writing with all the requirement of due process met. It consists of two assistance levels: Awareness Phase and Assistance Phase.

##### **1. Awareness Phase**

In the awareness phase, the principal identifies a problem(s) relating to the Teaching Standards and Criteria (Standards 1-7) that is a characteristic of the teacher's performance rather than an anomaly. The principal shall contact the teacher in writing, make him/her aware of the problem, collaboratively develop and implement a plan to resolve the problem, and schedule a time (not to exceed three (3) school months) to discuss resolution. The teacher may request another Career Teacher to serve as a mentor during the Awareness Phase. At the conclusion of the agreed upon time frame, the principal will review the progress and will make one of the following recommendations:

- a. The problem is resolved and the teacher is removed from the Awareness Phase.
- b. In the event the problem is not resolved, the teacher is notified in writing and placed into the assistance phase.
- c. Placement in the assistance phase would suspend the Career Development Plan for Career Teachers.

##### **2. Assistance Phase**

After the final meeting of the Awareness Phase, a letter will be sent to the teacher to formally notify him/her of placement in the Assistance Phase. A copy is forwarded to the Superintendent's office and is placed in the personnel file. The teacher shall be notified of their right to request assistance from their local education association. A conference shall be held between the teacher and the principal to develop an Assistance Plan that must include a specific statement of problem(s) related to one or more of the Iowa Teaching Standards (Standards 1-7) as well as specific growth promoting goals that are measurable, action-oriented, and time-bound. At the conclusion of the agreed upon timeframe, the principal will review the progress and will make one of the following

recommendations:

- a. The problem is resolved and the teacher is removed from the Intensive Assistance Plan.
- b. Progress is noted, the timeline is extended but may not exceed nine (9) school months and work continues in the assistance phase.
- c. The problem is not resolved, and progress is not noted. Action shall be taken by the district to move towards a recommendation for non-renewal of contract.

Nothing in this section precludes the District from initiating termination procedures at any time under Chapter 279 of Iowa Code for just cause.

**G. Right to Grieve**

All employee evaluations covered by this article are to be fair, accurate, and just. An employee, or the Association as the employee's representative, has the right to utilize the contract's grievance procedure to challenge an evaluation as unfair, unjust or inaccurate in cases in which the evaluation indicated that his/her overall performance is less than satisfactory, or in any proceeding in which the District attempts to justify adverse action against an employee, including such adverse action as withholding a step increase, suspension, termination, or placement on probation.

All time lines as they pertain to filing a grievance are hereby waived in regards to challenging past evaluations once adverse action is taken by the School District. In the arbitration proceeding, the School District has the absolute burden of proof by a preponderance of the evidence to prove the fairness and accuracy of such past evaluations by the evaluator.

**H. Personnel File**

**1. Personnel File Review:**

Each employee shall have the right at any reasonable time to review the content of his/her personnel file excluding "Confidential" (closed) placement credentials. A representative of the Association at the employee's request, may accompany the employee in this review.

**2. Personnel File Reproduction:**

The employee shall have the right to reproduce any of the contents of his/her file excepting "Confidential" (closed) placement credentials.

**3. Response to File Materials:**

The employee shall have the right to respond to all materials contained in said file and to any materials to be placed in said file in the future. Such employee responses shall become part of said file.

**I. Coaches Evaluation Process**

1. All coaches shall be evaluated for each sport that they coach. An evaluation will be conducted by the superintendent or his/her designee every three years, or more frequently at either party's request. A three year rotating schedule will be developed during the 2004-2005 school year.
2. All observations of a coach for formal evaluation purposes shall be conducted with the full knowledge of the coach.
3. All formal evaluations shall be in writing.

4. Evaluations will be based upon the criteria set forth in the Coaches Evaluation form(s) approved by the Board, but need not be limited thereto.
5. All coaches will be made aware of the evaluation criteria on an annual basis.
6. Length of observation: Each formal written evaluation shall be preceded by at least two thirty (30) minute observations of practices or games.
7. Conference and Copy: A copy of each formal written evaluation shall be given to the employee and a conference shall be held between the employee and the evaluator within twenty (20) days after the completion of the season, for the purpose of identifying strengths and areas in need of improvement and to establish any needed follow-up to the evaluation. A copy signed by both parties shall be given to the employee, and a copy will also be placed in the employee's personnel file. The employee's signature does not necessarily mean agreement with the evaluation, but rather awareness of the content.
8. Responses: If the employee feels his/her formal written evaluation is incomplete, inaccurate, or unjust, he/she may put his/her objections in writing and have them attached to the evaluation report to be placed in his/her personnel file. The file copy of such objections shall be signed by both parties to indicate awareness of the content.
9. Additional evaluation of coaches may occur through informal observations by the evaluator. It may not be deemed necessary to reduce such evaluations to writing, and a verbal discussion between the employee and the evaluator, concerning the informal observance, may suffice. If a written evaluation is deemed necessary by the evaluator, the procedures in paragraph seven (7) above shall be followed.

#### **ARTICLE XIV Transfer Procedure**

##### **A. Voluntary**

###### **1. Definition:**

For the purpose of this Article, the movement of an employee to a different class assignment, grade level, curricular subject area, or building pursuant to request of the employee shall be considered a voluntary transfer.

###### **2. Notification of Vacancies:**

###### **a. Date:**

The Superintendent shall deliver to the Association President a list of the vacancies which occur during the school year and for the following school year within five (5) school days after knowledge of actual vacancies. In the event the Association President is not available, said notice shall be mailed to Association in accordance with Article XVII-C of this Agreement.

###### **b. Filing Requests:**

Employees who desire a transfer as herein above defined may file a written statement of such desire with the Superintendent. Such statement shall identify the position to which the employee desires to be transferred in order of preference. Such requests for transfer for the following year shall be submitted within five (5) school days after the Superintendent notifies the Association President that such vacancy or vacancies exist.

3. **Determination:**

Each employee filing a request for transfer shall be considered among the applicants for the vacancy. The employee desiring transfer may request a conference with the Superintendent or Principal to discuss the same after the request has been suspended. The decision or determination of transfer shall be based on professional judgment of the administration and reflect the commitment of the District to providing the best quality education.

B. **Involuntary:**

1. **Definition:**

For the purposes of this Article, the movement of an employee to a different class assignment, grade level, subject area, or building by the Superintendent or his designee without voluntary application having been first submitted by the employee shall be considered an involuntary transfer.

2. **Voluntary Requests:**

Prior to filling a position by means of involuntary transfer the Superintendent shall ascertain whether any requests for voluntary transfer to such position are on file as provided under Section A above. If any such voluntary requests are on file, the Superintendent shall determine the qualifications of the voluntary applicants for the position and if he determines any applicant qualified, the vacancy shall be filled from that source rather than by involuntary transfer. If the Superintendent determines to the contrary, the position shall be filled by the Superintendent through involuntary transfer. The decision or determination of transfer shall be based on the professional judgment of the administration and reflect the commitment of the District to providing the best quality education.

3. **Determination:**

An involuntary transfer or reassignment will be made only in such cases as in the sole and exclusive discretion of the Superintendent an emergency exists or in his sole and exclusive discretion it is desirable to prevent undue disruption of the instructional program. If in such exercise he deems such transfer or reassignment to be necessary, the qualifications of a potential candidate shall be considered in determining which employee is to be transferred or reassigned.

4. **Notification:**

Notice of an involuntary transfer shall be given in writing to the affected employee within fifteen (15) school days following the Superintendent's determination.

C. **Transition Fund**

Each transferred employee shall have access to a transition fund in the amount of two hundred fifty dollars (\$250.00) which may be used to procure materials to replace those rendered obsolete by the transfer.

D. **Advisory**

In cases where a request for voluntary transfer is denied or an involuntary transfer is determined to be necessary, the Superintendent will, upon written request by the employee affected, set forth the reasons for his decision in writing.

## **ARTICLE XV In-Service Training**

An in-service education committee with employee representation shall be established for the purpose of making recommendations to the Board on the structure and content of the District's in-service training program. The committee shall consist of five members with three to be appointed by the administration and two to be appointed by the Association. Appointments shall be on an annual basis and renewable. The membership of the committee should reflect a representative cross section of the grade level and building components. The committee shall make recommendations to the Board concerning the planning and evaluation of content and format of the employee orientation or in-service training programs conducted during the course of the in-service year. Final decisions thereon shall remain at the Board's discretion.

## **ARTICLE XVI Continuing Education Requirements**

- A. All employees with B.A. and M.A. degrees are required to earn at least three (3) semester hours of college credit every five (5) years. Employees with less than a degree must earn at least six (6) semester hours of college credit every five (5) years. Credit must be in his field, in his teaching area, or toward an advanced degree.
- B. In acquiring college credit, no employees may take more than four (4) semester hours of college work during any given public school semester,
- C. Failure to comply with the in-service training requirement will result in no advancement in salary for one year. The employee who does not comply will be retained at this step one year and then will go back one step each year until the requirement is fulfilled. When the requirement has been fulfilled, the employee then begins moving back up the scale one step per year.
- D. Any exception to the in-service training requirement must be cleared in advance with the Board of Education.

## **ARTICLE XVII Educational Excellence Program**

- A. **Phase I**  
Phase I funds shall be used in accordance with provisions set forth by the Iowa Department of Education.
- B. **Phase II**  
Funds generated by Phase II will be used to supplement the base of existing salary schedules.
- C. **Phase III**
  - 1. **Wage Rate**  
The wage rate for approved Phase III activities shall be the employee's per diem rate of pay (regular contract, plus Phase I and Phase II). Phase III funds may be earned for optional, district-scheduled non-contract time Phase III group activities or other approved activities which may include, but shall not be limited to.



- a. Study Groups
- b. Grade Level Teams
- c. Department Teams
- d. Positive Action Teams
- e. STEP Committee - School Team for Education Progress

2. **Expenses**

Any activity deemed eligible for Phase III funding in C.(1) shall also entitle participants to Phase III funding for expenses subject to the following guidelines:

- a. **College Credit Programs**
  - 1-a. 15 hours paid per semester hour of credit
  - 2-a. Actual expenses for tuition and travel.
- b. **Out of Town Non-Credit Workshops, Seminars, Conferences attended outside of regular workday,**
  - 1-b. Hourly rate of pay for time in session.
  - 2-b. Actual expenses for registration and travel.
- c. **Out-of-Town Workshops, Seminars, Conferences attended during teacher's regular workday.**
  - 1-c. Substitute teacher pay.
  - 2-c. Travel and registration.
- d. **Curriculum Development work, etc. accomplished in Osage School District Facilities.**
  - 1-d. Hourly rate of pay for time on task.

3. **Time of Payment**

Phase III payment months will be November, February, May and June. Request for payment of completed projects received by the Superintendent by the first of a Phase III payment month will be paid by the end of that month.

4. **Approval**

Before a project qualifies for Phase III reimbursement, the project must receive the approval of the Phase III Committee.

**ARTICLE XVIII**  
**Teacher Compensation Allocation**

If the District participates in the Student Achievement and Teacher Quality Program (SF476), the following distribution method will be used.

The distribution will be separate from and in addition to the bargained salaries, Phase I and Phase II.

- 1. Minimum salaries for the first year beginning teachers, second year beginning teachers and Career I teachers will be paid according to the salary provision of the law.
- 2. Any remaining funds from the District's appropriation will be distributed to all other teachers equally.

Calculation of this supplement will be made as soon as possible when staffing is completed for each school year, but not later than October 15<sup>th</sup>. Funds will be distributed as soon as possible, but not later than December 31<sup>st</sup> if the district has received funds from the State.

## **ARTICLE XIX**

### **Finality and Effect of Agreement**

- A. This Agreement supersedes and cancels all previous agreements between the School District and the Association or any employee, unless expressly stated to the contrary herein, and constitutes the entire agreement between the parties, and concludes collective bargaining for its term.
  
- B. The parties acknowledge that during the negotiations which resulted in the Agreement, each had the unlimited right and opportunity to make demands and proposals with respect to any subject or matter not removed by law from the area of collective bargaining, and that the understandings and agreements arrived at by the parties after the exercise of that right and opportunity are set forth in this Agreement. Therefore, the School District and the Association, for the life of this Agreement, each voluntarily and unqualifiedly waives any right which might otherwise exist under law to negotiate over any matter during the terms of this Agreement, and each agrees that the other shall not be obligated to bargain collectively with respect to any subject or matter referred to, or covered in, this Agreement or with respect to any subject or matter not specifically referred to or covered in this Agreement, even though such subject or matter may not have been within the knowledge or contemplation of either or both of the parties at the time they negotiated or signed this Agreement.

## **ARTICLE XX**

### **Compliance Clause**

- A.
  - 1. **Separability**  
Should any article, section, or clause of the Agreement be declared illegal by a court of competent jurisdiction, then that article, section, or clause shall be deleted from this Agreement to the extent that it violates the law. The remaining articles, sections, and clauses shall remain in full force and effect while the Board and Association enter into negotiations to replace said illegal article, section, or clause.
  
  - 2. **Controlling Agreement:**  
If an individual or supplemental contract contains any language inconsistent with this Agreement, this Agreement, during its duration, shall be controlling.
  
- B. **Printing Agreement:**  
The expense of printing this Agreement will be shared equally by the Board and Association.
  
- C. **Notices:**  
Whenever any notice is required to be given by either of the parties to this Agreement to the other, pursuant to the provisions of this Agreement, either party shall do so by telegram or letter at the following designated addresses or at such other address as may be designated by a party in written notification to the other party:

- a. If by Association, to Osage Community Board of Education at Osage Community School, Osage, Iowa 50461
- b. If by Board, to Osage Education Association at P.O. Box 341, Osage, Iowa 50461

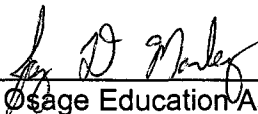
**D. Compliance Clause:**

This agreement shall be effective as of July 1, 2007, and shall continue in full force and effect until June 30, 2008.

By written mutual agreement of the parties, any provision of this Agreement may be opened for the purpose of re-negotiation at any time.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be signed by their respective presidents as attested by their respective negotiators, and their signatures placed hereon, all on April 30, 2007.

  
\_\_\_\_\_  
Osage Community School Board  
President

  
\_\_\_\_\_  
Osage Education Association  
President

  
\_\_\_\_\_  
Osage Community School  
Superintendent

  
\_\_\_\_\_  
Osage Education Association  
Negotiator

# **SCHEDULE A GRIEVANCE REPORT FORM**

PERB # \_\_\_\_\_

\_\_\_\_\_  
Date Filed

Osage Community School District

Distribution of Form (each step)

\_\_\_\_\_ Building

1. Association
2. Employee
3. Appropriate Supervisor
4. Superintendent

\_\_\_\_\_  
Name of Grievant

## **SECOND STEP**

A. Date Grievance Occurred \_\_\_\_\_

B. Section(s) of Contract Grieved \_\_\_\_\_

C. Statement of Grievance \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_D. Relief Sought \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_  
Signature\_\_\_\_\_  
DateE. Disposition by Principal or Immediate Supervisor \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_  
Signature  
or immediate supervisor\_\_\_\_\_  
Date

**THIRD STEP**

A. \_\_\_\_\_  
Signature of Grievant Date Received by Superintendent  
or Designee

B Disposition by Superintendent or Designee \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Superintendent Date  
or Designee

**FOURTH STEP**

A. \_\_\_\_\_  
Signature of Grievanant Signature of Association  
President

B. \_\_\_\_\_  
Submitted to Arbitration Date Received by  
Arbitrator

C. Disposition and Award of Arbitrator \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Arbitrator Date of Decision

**SCHEDULE B**  
**Dues Deduction Authorization Form**

For Employer Use Only  
 (Do not fill out)

\_\_\_\_\_  
 Employee No.

\_\_\_\_\_  
 Date Started      \$ \_\_\_\_\_  
    Amount

**CHANGES:**

\_\_\_\_\_  
 Date      \$ \_\_\_\_\_  
    Amount

\_\_\_\_\_  
 Date      \$ \_\_\_\_\_  
    Amount

\_\_\_\_\_  
 Date      \$ \_\_\_\_\_  
    Amount

\_\_\_\_\_  
 Date      \$ \_\_\_\_\_  
    Amount

Authorization for Payroll Deduction for Education  
 Association Dues.

\_\_\_\_\_  
 First Name      Initial      Last Name

I hereby request and authorize the Board of  
 Education of the Osage Community School as my  
 remitting agent, to deduct from my earnings each  
 month until this authorization is changed or  
 revoked as provided herein, a sufficient amount to  
 provide for the monthly payment of the prevailing  
 rate of dues which amount is to be remitted each  
 month for me and on my behalf to the treasurer of  
 the Osage Community Education Association.

It is understood that this authorization shall begin on the first payroll period following this date and shall  
 continue through August from the date hereof, and shall thereafter continue for successive periods of one year  
 unless revoked in writing by a thirty (30) day notice to my employer and to said organization.

\_\_\_\_\_  
 Social Security No. \_\_\_\_\_

## SCHEDULE C

## 2007-2008 Salary Schedule

**\$26,857 Base****Yearly Salaries**

Exper.	B.A.	B.A.+15	B.A.+30	M.A.	M.A.+15	M.A.+30
0	\$26,857	\$27,864	\$28,871	\$29,811	\$30,818	\$31,826
1	\$27,824	\$28,871	\$29,946	\$30,886	\$32,027	\$33,168
2	\$28,791	\$29,878	\$31,020	\$31,960	\$33,236	\$34,511
3	\$29,758	\$30,886	\$32,094	\$33,034	\$34,444	\$35,854
4	\$30,832	\$32,027	\$33,303	\$34,108	\$35,653	\$37,197
5	\$31,906	\$33,168	\$34,511	\$35,183	\$36,861	\$38,540
6	\$32,980	\$34,310	\$35,720	\$36,257	\$38,070	\$39,883
7	\$34,055	\$35,451	\$36,928	\$37,600	\$39,413	\$41,225
8	\$35,196	\$36,660	\$38,204	\$38,943	\$40,755	\$42,568
9	\$36,338	\$37,868	\$39,480	\$40,286	\$42,098	\$43,911
10	\$37,479	\$39,077	\$40,755	\$41,628	\$43,441	\$45,254
11	\$38,620	\$40,286	\$42,031	\$42,971	\$44,784	\$46,597
12	\$39,762	\$41,494	\$43,307	\$44,314	\$46,127	\$47,940
13			\$44,583	\$45,657	\$47,470	\$49,283
14				\$47,000	\$48,813	\$50,625

**\$17.58 Per Hour Base****Hourly Breakdown**

Exper.	B.A.	B.A.+15	B.A.+30	M.A.	M.A.+15	M.A.+30
0	\$17.58	\$18.24	\$18.89	\$19.51	\$20.17	\$20.83
1	\$18.21	\$18.89	\$19.60	\$20.21	\$20.96	\$21.71
2	\$18.84	\$19.55	\$20.30	\$20.92	\$21.75	\$22.59
3	\$19.47	\$20.21	\$21.00	\$21.62	\$22.54	\$23.46
4	\$20.18	\$20.96	\$21.79	\$22.32	\$23.33	\$24.34
5	\$20.88	\$21.71	\$22.59	\$23.03	\$24.12	\$25.22
6	\$21.58	\$22.45	\$23.38	\$23.73	\$24.91	\$26.10
7	\$22.29	\$23.20	\$24.17	\$24.61	\$25.79	\$26.98
8	\$23.03	\$23.99	\$25.00	\$25.49	\$26.67	\$27.86
9	\$23.78	\$24.78	\$25.84	\$26.36	\$27.55	\$28.74
10	\$24.53	\$25.57	\$26.67	\$27.24	\$28.43	\$29.62
11	\$25.28	\$26.36	\$27.51	\$28.12	\$29.31	\$30.50
12	\$26.02	\$27.16	\$28.34	\$29.00	\$30.19	\$31.37
13			\$29.18	\$29.88	\$31.07	\$32.25
14				\$30.76	\$31.95	\$33.13

Exper.	B.A.	B.A.+15	B.A.+30	M.A.	M.A.+15	M.A.+30
0	1	1.0375	1.075	1.11	1.1475	1.185
1	1.036	1.075	1.115	1.15	1.1925	1.235
2	1.072	1.1125	1.155	1.19	1.2375	1.285
3	1.108	1.15	1.195	1.23	1.2825	1.335
4	1.148	1.1925	1.24	1.27	1.3275	1.385
5	1.188	1.235	1.285	1.31	1.3725	1.435
6	1.228	1.2775	1.33	1.35	1.4175	1.485
7	1.268	1.32	1.375	1.4	1.4675	1.535
8	1.3105	1.365	1.4225	1.45	1.5175	1.585
9	1.353	1.41	1.47	1.5	1.5675	1.635
10	1.3955	1.455	1.5175	1.55	1.6175	1.685
11	1.438	1.5	1.565	1.6	1.6675	1.735
12	1.4805	1.545	1.6125	1.65	1.7175	1.785
13			1.66		1.7675	1.835
14				1.75	1.8175	1.885

**SCHEDULE D**  
**Supplemental Pay Schedule**

**\$26,857.00      Base**

Position	% Base	Step 1 1	Step 2 1.07	Step 3 1.14	Step 4 1.21	Step 5 1.28	Step 6 1.35
<b>FOOTBALL</b>							
Varsity Head	12%	\$3,223	\$3,448	\$3,674	\$3,900	\$4,125	\$4,351
Varsity Ass't.	9%	\$2,417	\$2,586	\$2,756	\$2,925	\$3,094	\$3,263
10th Grade	8%	\$2,149	\$2,299	\$2,449	\$2,600	\$2,750	\$2,901
9th Grade	7%	\$1,880	\$2,012	\$2,143	\$2,275	\$2,406	\$2,538
8th Grade	6%	\$1,611	\$1,724	\$1,837	\$1,950	\$2,063	\$2,175
7th Grade	6%	\$1,611	\$1,724	\$1,837	\$1,950	\$2,063	\$2,175
<b>CROSS COUNTRY (Separate Coach for Boys and Girls)</b>							
Varsity	7%	\$1,880	\$2,012	\$2,143	\$2,275	\$2,406	\$2,538
<b>CROSS COUNTRY (Combined Coach for both Boys and Girls)</b>							
Varsity	12%	\$3,223	\$3,448	\$3,674	\$3,900	\$4,125	\$4,351
7th & 8th Grade	4%	\$1,074	\$1,149	\$1,225	\$1,300	\$1,375	\$1,450
<b>WRESTLING</b>							
Varsity Head	12%	\$3,223	\$3,448	\$3,674	\$3,900	\$4,125	\$4,351
Varsity Ass't.	9%	\$2,417	\$2,586	\$2,756	\$2,925	\$3,094	\$3,263
9th Grade	7%	\$1,880	\$2,012	\$2,143	\$2,275	\$2,406	\$2,538
8th Grade	6%	\$1,611	\$1,724	\$1,837	\$1,950	\$2,063	\$2,175
7th Grade	6%	\$1,611	\$1,724	\$1,837	\$1,950	\$2,063	\$2,175
<b>BASKETBALL (Boys and Girls)</b>							
Varsity Head	12%	\$3,223	\$3,448	\$3,674	\$3,900	\$4,125	\$4,351
Varsity Ass't.	9%	\$2,417	\$2,586	\$2,756	\$2,925	\$3,094	\$3,263
9th Grade	7%	\$1,880	\$2,012	\$2,143	\$2,275	\$2,406	\$2,538
8th Grade	6%	\$1,611	\$1,724	\$1,837	\$1,950	\$2,063	\$2,175
7th Grade	6%	\$1,611	\$1,724	\$1,837	\$1,950	\$2,063	\$2,175
<b>VOLLEYBALL</b>							
Varsity	12%	\$3,223	\$3,448	\$3,674	\$3,900	\$4,125	\$4,351
Varsity Ass't	9%	\$2,417	\$2,586	\$2,756	\$2,925	\$3,094	\$3,263
9th Grade	7%	\$1,880	\$2,012	\$2,143	\$2,275	\$2,406	\$2,538
8th Grade	6%	\$1,611	\$1,724	\$1,837	\$1,950	\$2,063	\$2,175
7th Grade	6%	\$1,611	\$1,724	\$1,837	\$1,950	\$2,063	\$2,175
<b>TRACK (Boys and Girls)</b>							
Varsity	10%	\$2,686	\$2,874	\$3,062	\$3,250	\$3,438	\$3,626
Varsity Ass't	7%	\$1,880	\$2,012	\$2,143	\$2,275	\$2,406	\$2,538
8th Grade	5%	\$1,343	\$1,437	\$1,531	\$1,625	\$1,719	\$1,813
7th Grade	5%	\$1,343	\$1,437	\$1,531	\$1,625	\$1,719	\$1,813
<b>TENNIS</b>							
Head	10%	\$2,686	\$2,874	\$3,062	\$3,250	\$3,438	\$3,626
Ass't	7%	\$1,880	\$2,012	\$2,143	\$2,275	\$2,406	\$2,538
<b>GOLF</b>							
Varsity Head	10%	\$2,686	\$2,874	\$3,062	\$3,250	\$3,438	\$3,626
Varsity Ass't	7%	\$1,880	\$2,012	\$2,143	\$2,275	\$2,406	\$2,538



Position	% Base	Step 1 1	Step 2 1.07	Step 3 1.14	Step 4 1.21	Step 5 1.28	Step 6 1.35
<b>BASEBALL/SOFTBALL</b>							
Varsity Head	12%	\$3,223	\$3,448	\$3,674	\$3,900	\$4,125	\$4,351
Varsity Ass't.	9%	\$2,417	\$2,586	\$2,756	\$2,925	\$3,094	\$3,263
8th Girls Softball	6%	\$1,611	\$1,724	\$1,837	\$1,950	\$2,063	\$2,175
8th Boys Baseball	6%	\$1,611	\$1,724	\$1,837	\$1,950	\$2,063	\$2,175
7th Girls Softball	3%	\$806	\$862	\$919	\$975	\$1,031	\$1,088
<b>WT. LIFTING</b>	7%	\$1,880	\$2,012	\$2,143	\$2,275	\$2,406	\$2,538
<b>ATH. DIR.</b>	9.5%	\$2,551	\$2,730	\$2,909	\$3,087	\$3,266	\$3,444
<b>TUMBLING</b>	2.5%	\$671	\$718	\$765	\$812	\$859	\$906
<b>ELEMENTARY SPORTS</b>							
Basketball	1.5%	\$403	\$431	\$459	\$487	\$516	\$544
Wresting	1.5%	\$403	\$431	\$459	\$487	\$516	\$544
<b>CHEERLEADING</b>							
Head Advisor	8%	\$2,149	\$2,299	\$2,449	\$2,600	\$2,750	\$2,901
Assistant	4%	\$1,074	\$1,149	\$1,225	\$1,300	\$1,375	\$1,450
<b>SPEECH ACTIVITIES</b>							
Plays	10%	\$2,686	\$2,874	\$3,062	\$3,250	\$3,438	\$3,626
H. S. Speech	7%	\$1,880	\$2,012	\$2,143	\$2,275	\$2,406	\$2,538
M.S.. Speech	2.5%	\$671	\$718	\$765	\$812	\$859	\$906
<b>MUSIC GROUPS</b>							
H.S. Band	11%	\$2,954	\$3,161	\$3,368	\$3,575	\$3,781	\$3,988
M.S./Elem Band	8%	\$2,149	\$2,299	\$2,449	\$2,600	\$2,750	\$2,901
Sec. Vocal	11%	\$2,954	\$3,161	\$3,368	\$3,575	\$3,781	\$3,988
Elem. Vocal	4.5%	\$1,209	\$1,293	\$1,378	\$1,462	\$1,547	\$1,632
H.S. Musical (year of musical only)	3.5%	\$940	\$1,006	\$1,072	\$1,137	\$1,203	\$1,269
<b>SCHOOL ANNUAL</b>	6%	\$1,611	\$1,724	\$1,837	\$1,950	\$2,063	\$2,175
<b>SCHOOL PAPER</b>	2.5%	\$671	\$718	\$765	\$812	\$859	\$906
<b>A.V. TECH</b>	4%	\$1,074	\$1,149	\$1,225	\$1,300	\$1,375	\$1,450
<b>STUDENT COUNCIL. ADVISOR</b>	2.5%	\$671	\$718	\$765	\$812	\$859	\$906
<b>U.N. ADVIS.</b>	2%	\$537	\$575	\$612	\$650	\$688	\$725
<b>COMPUTER COOR</b>	8%	\$2,149	\$2,299	\$2,449	\$2,600	\$2,750	\$2,901
<b>IBM COORD.</b>	2%	\$537	\$575	\$612	\$650	\$688	\$725
<b>DRIVER'S EDUCATION</b>							
80% of per diem hourly pay							

**SCHEDULE E****Nurse****2007-2008**

Exper.	Non-Degree	BSN	BSN+15	BSN+30
0	0.8	0.9	0.93375	0.9675
1	0.8256	0.9288	0.96615	0.9999
2	0.8512	0.9576	0.99855	1.0323
3	0.88	0.99	1.03275	1.0665
4	0.9088	1.0224	1.06695	1.1007
5	0.9376	1.0548	1.10565	1.1394
6	0.9664	1.0872	1.13985	1.1736
7	0.9984	1.1232	1.17585	1.2096
8	1.0304	1.1592	1.2141	1.24785

**Salary Schedule E with base of \$26,857**

Exper.	Non-Degree	BSN	BSN+15	BSN+30
0	\$21,486	\$24,171	\$25,078	\$25,984
1	\$22,173	\$24,945	\$25,948	\$26,854
2	\$22,861	\$25,718	\$26,818	\$27,724
3	\$23,634	\$26,588	\$27,737	\$28,643
4	\$24,408	\$27,459	\$28,655	\$29,561
5	\$25,181	\$28,329	\$29,694	\$30,601
6	\$25,955	\$29,199	\$30,613	\$31,519
7	\$26,814	\$30,166	\$31,580	\$32,486
8	\$27,673	\$31,133	\$32,607	\$33,514

**Hourly Salary Schedule E**

Exper.	Non-Degree	BSN	BSN+15	BSN+30
0	\$14.06	\$15.82	\$16.41	\$17.01
1	\$14.51	\$16.33	\$16.98	\$17.57
2	\$14.96	\$16.83	\$17.55	\$18.14
3	\$15.47	\$17.40	\$18.15	\$18.75
4	\$15.97	\$17.97	\$18.75	\$19.35
5	\$16.48	\$18.54	\$19.43	\$20.03
6	\$16.99	\$19.11	\$20.03	\$20.63
7	\$17.55	\$19.74	\$20.67	\$21.26
8	\$18.11	\$20.37	\$21.34	\$21.93

**SCHEDULE F**  
**Performance Review Summative Form**

Teacher: \_\_\_\_\_

Evaluator: \_\_\_\_\_

School Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Subjects: \_\_\_\_\_

**Directions:** In the narrative under each standard, the evaluator should incorporate and address the Criterion:

**1. Demonstrates ability to enhance academic performance and support for and implementation of the school district's student achievement goals.**

The teacher:

- a. Provides evidence of student learning to students, families and staff.
- b. Implements strategies supporting student, building and district goals.
- c. Uses student performance data as a guide for decision-making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues and communities effectively and accurately.

**Evidence to support attainment of or failure to meet standard:**

***circle one: meets Standard      does not meet Standard***

☐ Additional documentation/artifacts applicable to this Standard are attached as Appendix A-1.

**2. Demonstrates competence in content knowledge appropriate to the teaching position.**

The teacher:

- a. Understands and uses key concepts, underlying themes, relationships and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content area.
- d. Understands and uses instructional strategies that are appropriate to the content area.

**Evidence to support attainment of or failure to meet standard:**

***circle one: meets Standard      does not meet Standard***

☐ Additional documentation/artifacts applicable to this Standard are attached as Appendix A-2.

**3. Demonstrates competence in planning and preparing for instruction.**

The teacher:

- a. Uses student achievement data, local standards and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral and academic success of all students.
- c. Uses student developmental needs, background and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

**Evidence to support attainment of or failure to meet standard:**

***circle one: meets Standard      does not meet Standard***

☐ Additional documentation/artifacts applicable to this Standard are attached as Appendix A-3.

**4. Uses strategies to deliver instruction that meets the multiple learning needs of students.**

The teacher:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promotes social, emotional and academic growth.
- e. Connects students' prior knowledge, life experiences and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

**Evidence to support attainment of or failure to meet standard:**

***circle one: meets Standard      does not meet Standard***

☐ Additional documentation/artifacts applicable to this Standard are attached as Appendix A-4.

**5. Uses a variety of methods to monitor student learning.**

The teacher:

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

**Evidence to support attainment of or failure to meet standard:**

***circle one: meets Standard      does not meet Standard***

☐ Additional documentation/artifacts applicable to this Standard are attached as Appendix A-5.

**6. Demonstrates competence in classroom management.**

The teacher:

- a. Creates a learning community that encourages positive social interaction, active engagement and self-regulation for every student.
- b. Establishes, communicates, models and maintains standards of responsible student behavior.
- c. Develops and implements classroom procedures and routines that support high expectations for learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

**Evidence to support attainment of or failure to meet standard:**

***circle one: meets Standard      does not meet Standard***

☐ Additional documentation/artifacts applicable to this Standard are attached as Appendix A-6.

**7. Engages in professional growth.**

The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district building student achievement goals.

**Evidence to support attainment of or failure to meet standard:**

***circle one: meets Standard      does not meet Standard***

☐ Additional documentation/artifacts applicable to this Standard are attached as Appendix A-7.

**8. Fulfills Professional responsibilities established by the school districts.**

The teacher.

- a. Adheres to board policies, district procedures and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues and communities to enhance student learning.

**Evidence to support attainment of or failure to meet standard:*****circle one: meets Standard      does not meet Standard***

☐ Additional documentation/artifacts applicable to this Standard are attached as Appendix A-8.

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☐ The teacher meets or exceeds all eight Iowa Teaching Standards.

☐ The teacher is recommended for the Intensive Assistance Plan.

☐ The teacher fails to meet the Iowa Teaching Standards.

Evaluator's signature: \_\_\_\_\_ Date \_\_\_\_\_

Evaluation Period: \_\_\_\_\_ to \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Date \_\_\_\_\_

District  
Standard

1. Participates in developing and implementing policies and procedures for a comprehensive school health program.....
2. Maintains accurate and complete school health records .....
3. Manages time and resources in the provision of school health services.....
4. Collaborates with administration and faculty to assist them in the planning, implementation and evaluation of the school health program .....
5. Assesses and documents health and developmental status of students .....
6. Identifies specific health conditions (through screening programs) which can impact learning.....
7. Identifies the outbreak of infectious diseases and controls the outbreak through identification and exclusion, consistent with enforcement of existing policies and Iowa Department of Health recommendations for communicable diseases .....
8. Provides primary and emergency care to minimize the effects of accidents and illness in the school.....
9. Accurately administers medicine.....
10. Conducts individual and group health counseling to assist students, families, and school personnel to assume self-responsibility for health care.....
11. Provides crisis intervention for students, families, and school personnel.....
12. Advocates for the health rights of students, families and school personnel within the school system and between the school and the community, if indicated.....
13. Consults with administration and other school personnel to keep them informed about pertinent health concerns and needs of students.....
14. Initiates the health referral process and serves as a liaison among school, home, and community
15. Acts as a consultant and resource person to the administration and/or faculty in planning, implementation, and evaluation of the health curriculum .....
16. Acts as a consultant and resource person to the administration and/or faculty to plan, implement and evaluate staff development programs in health education for school personnel .....
17. Provides health education to individual students, groups of students, families, and school personnel .....
18. Demonstrates professional growth for development and maintenance of professional competence
19. Practices within school policies and current legal and ethical parameters of professional nursing..
20. Demonstrates effective interpersonal relationships with administration .....
21. Demonstrates effective interpersonal relationships with staff members.....
22. Cooperates and maintains an effective relationship with parents of students.....
23. Demonstrates sensitivity in relating to students .....
24. Promotes positive self-concept in students .....
25. Promotes self-discipline and responsibility in students .....
26. Communicates effectively with students .....

[illegible]

A written comment is required for any item which receives a 1, 2 or 4 check.

EVALUATOR'S COMMENTS:

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EMPLOYEE'S COMMENTS:

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OVERALL PERFORMANCE

\_\_\_\_\_ Satisfactory  
\_\_\_\_\_ Unsatisfactory

The above evaluation was completed by

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

The employee's signature above indicates that a conference has been held concerning the contents of this evaluation. The employee's signature does not mean that the employee necessarily agrees with the evaluation and employee comments can be included at the employee's request.



<b>CRITERIA</b>				
The nurse...	1	2	District Standard 3	Exceeds District Standard 4
1 <b>Participates in developing and implementing policies and procedures for a comprehensive school health program.</b>	Does not participate in developing and implementing policies and procedures for a comprehensive school health program.	Implements existing policies and procedures for a comprehensive school health program but does not evaluate and suggest improvement.	Assumes a leadership role in the identification, development, implementation and evaluation of policies and procedures for a comprehensive school health program.	
2 <b>Maintains accurate and complete school records.</b>	Does not maintain accurate health records.	Maintains accurate but incomplete health records.	Maintains accurate and complete health records and utilizes the records for evaluation of health services.	
3 <b>Manages time and resources in the provision of school health services.</b>	Does not complete responsibilities.	Completes responsibilities but not in a timely manner.	Completes responsibilities in a timely manner and sets priorities and effectively plans the efficient use of human and material resources.	
4 <b>Collaborates with administration to assist them in the planning, implementation and evaluation of the school health program.</b>	Does not willingly work with administration to assist them in planning, implementation and evaluation of the school health program.	Implements the existing school health program but does not evaluate areas for needed improvement.	Works with administration to plan, implement and evaluate the school health program. In addition, the school nurse initiates recommendations for improvement of the school health program.	
5 <b>Assesses and documents health and developmental status of students.</b>	Fails to assess health and developmental status of students.	Assesses and documents health and developmental status of students.	Assesses and documents health and developmental status of students and interprets assessment data to school personnel to enhance learning.	
6 <b>Identifies specific health conditions (through screening programs) which can impact learning.</b>	Implements mandated screening programs, but does not record or evaluate outcome.	Implements mandated screening programs and records outcome but does not evaluate.	Implements required screening programs, documents and evaluates outcome and provides follow-up. The school nurse initiates additional screening programs as dictated by assessment.	

CRITERIA				
The nurse...	1	2	District Standard 3	Exceeds District Standard 4
7. <b>Identifies the outbreak of infectious diseases and controls the outbreak through identification and exclusion, consistent with enforcement of existing policies and Iowa Department of Health recommendations for communicable diseases.</b>	Does not follow school policy to identify and control the outbreak of infectious diseases.	Controls outbreaks of infectious diseases by following school policy but does not provide prevention.	Controls the outbreak of infectious diseases by identification and exclusion consistent with enforcement of existing policies and Iowa Department of Health recommendations. In addition, the school nurse evaluates existing infectious disease policies and makes recommendation for change.	
8. <b>Provides primary and emergency care to minimize the effects of accidents and illness in the school.</b>	Does not follow recommended policies and procedures to give primary and emergency care in a prompt and efficient manner.	Competently and efficiently provides primary and emergency care according to recommended policies and procedures.	Competently and efficiently provides primary and emergency care according to recommended policies and procedures and evaluates the care given and makes recommendations for change when appropriate.	
9. <b>Accurately administers medication.</b>	Gives medication without following guidelines for medication administration.	Follows guidelines in medication administration with the exception of documentation.	Accurately administers and documents medication administration according to existing policies and laws. She evaluates medication administration procedures and makes recommendations for change when appropriate.	
10. <b>Conducts individual and group health counseling to assist students, families and school personnel to assume self-responsibility for health care.</b>	Fails to provide health counseling.	Provides health counseling but does not encourage self-responsibility for health care.	Willingly conducts health counseling to assist students, families and school personnel to assume self-responsibility for health care.	
11. <b>Provides crisis intervention for students, families and school personnel.</b>	Fails to recognize crisis situations	Recognizes crisis situations but is hesitant to intervene.	Recognizes crisis situations and initiates appropriate interventions and follow-up.	

CRITERIA				
The nurse...	1	2	District Standard 3	Exceeds District Standard 4
12. <b>Advocates for the health rights of students, families and school personnel within the school system and between the school and the community, if indicated.</b>	Does not attempt to advocate health rights of students, families or school personnel within the school system and between the school and the community, if indicated.	Ineffectively advocates health rights of students, families and school personnel within the school system and between the school and the community, if indicated.	Assertively advocates for the health rights of students, families and school personnel within the school system and between the school and the community, if indicated.	
13. <b>Consults with administration and other school personnel to keep them informed about pertinent health concerns and needs of students.</b>	Does not keep administration and other school personnel informed about pertinent health concerns and needs of students.	Is inconsistent in informing administration and other school personnel about pertinent health concerns and needs of students.	Consults with administration and other school personnel to keep them informed about pertinent health concerns and needs of students.	
14. <b>Initiates the health referral process and serves as a liaison among school, home and community.</b>	Is uninformed of community health care services and resources for identifiable health problems and concerns	Makes referrals but provides little coordination among school, home and community health resources.	Initiates the referral process and serves as a liaison among school, home and community health resources. She motivates students, families and school personnel to follow-up on health referrals for further evaluation and care.	
15. <b>Acts as a consultant and resource person to the administration and/or faculty in planning, implementation and evaluation of the health curriculum.</b>	Refuses to act as a consultant and resource to the administration and/or faculty in planning, implementation and evaluation of the health curriculum.	Demonstrates inconsistency in providing counsel to the administration and/or faculty in planning, implementation and evaluation of the health curriculum.	Willingly acts as a consultant to the administration and/or faculty in planning, implementation and evaluation of the health curriculum.	
16. <b>Acts as a consultant and resource person to the administration and/or faculty to plan, implement and evaluate staff development programs in health education for school personnel.</b>	Fails to willingly work with administration and/or faculty to plan, implement and evaluate staff development programs in health education for school personnel.	Works with administration and/or faculty to plan, implement and evaluate staff development programs in health education for school personnel only when directed to do so.	Works willingly with administration and/or faculty to plan, implement and evaluate staff development programs in health education for school personnel.	

CRITERIA				
The nurse...	1	2	District Standard 3	Exceeds District Standard 4
17. <b>Provides health education to individual students, groups of students, families and school personnel/</b>	Ignores the opportunity to provide health education.	Is inconsistent in the utilization of opportunities to provide health education.	Actively seeks opportunities to provide health education to individual students, groups of students, families and school personnel.	
18. <b>Demonstrates professional growth for development and maintenance of professional competence.</b>	Demonstrates no professional growth for development and maintenance of professional competence.	When directed, the school nurse participates in activities to increase professional growth and development of professional competence.	Actively seeks out and voluntarily participates in activities to increase professional growth for development and maintenance of professional competence. She shares information with other staff members and contributes to the personal and professional growth of others.	
19. <b>Practices within school policies and current legal and ethical parameters of professional nursing.</b>	Does not practice within school policies and current legal and ethical parameters of professional nursing.	Inconsistently practices within school policies and current legal and ethical parameters of professional nursing.	Practices within school policies and current legal and ethical parameters of professional nursing. She keeps informed of new laws and regulations and/or participates with administration in the formulation and evaluation of school policies.	
20. <b>Demonstrates effective interpersonal relationships with administration.</b>	Is uncooperative in interactions with administration.	Is intermittently cooperative in relating to the administration.	Has an effective working relationship with administration.	
21. <b>Demonstrates effective interpersonal relationships with staff members.</b>	Is uncooperative with other staff members.	Intermittently cooperates with other staff members	Cooperates with other staff members by participating, contributing and sharing. The school nurse takes the lead in encouraging cooperation among staff members in matters related to health.	
22. <b>Cooperates and maintains an effective relationship with parents of student.</b>	Avoids interactions with parents.	Intermittently cooperates and interacts with parents.	Cooperates and effectively interacts with parents and seeks parental input concerning their student's health.	

CRITERIA				
The nurse...	1	2	District Standard 3	Exceeds District Standard 4
23. <b>Demonstrates sensitivity in relating to students.</b>	Is insensitive in relating to students.	Intermittently shows sensitivity in communicating with students.	Demonstrates sensitivity in relating to students.	
24. <b>Promotes positive self-concept.</b>	Damages student self-concept by using excessive negative responses.	Shows inconsistency in developing positive self-image for students; does not provide opportunities for success.	Promotes positive self-image by providing opportunities for success for students.	
25. <b>Promotes self-discipline and responsibility.</b>	Dissuades students from being responsible and self-disciplined through constant exposure to activities requiring dependency.	Intermittently provides opportunities for students to develop responsibility and self-discipline.	Provides opportunities for students to demonstrate responsibility and self-discipline.	
26. <b>Communicates effectively with students.</b>	Communications from the school nurse are frequently unclear, students often appear confused.	Communications from the school nurse are usually clear but student input is not encouraged.	Communications from the school nurse are clear. Relevant dialog is encouraged.	

**SCHEDULE G**  
**Intensive Assistant Plan**

**Identification of Concern – Awareness Phase**

Teacher: \_\_\_\_\_ Date \_\_\_\_\_

Dates(s) of Informal Discussions:

Identification of Specific Concern(s) Related to the following Iowa Teaching Standards:

Information and Evidence Documenting the Specific Concern(s):

Actions to Be Taken

Timeline:

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Expected Progress Indicators:

Expected Outcomes:

Next Meeting Date \_\_\_\_\_

Administrator Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher Signature\* \_\_\_\_\_ Date \_\_\_\_\_

*\*Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that they have received a copy.*

**SCHEDULE G**  
**Intensive Assistant Plan**

**Final Summary – Awareness Phase**

Teacher: \_\_\_\_\_ Date \_\_\_\_\_

Identification of Specific Concerns(s) Related to the Following Iowa Teaching Standards:

Administrative Recommendation(s):

- ☐ The problem is resolved and the teacher is recommended for removal from the Intensive Assistance Awareness Phase and continues to work as a Career Teacher.
- ☐ The problem is not resolved and the teacher is recommended for removal from Career Teacher and is placed in the Assistance Phase of Intensive Assistance.

Information and Evidence Documenting Administrative Recommendation:

Teacher Comments:

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature\*: \_\_\_\_\_ Date: \_\_\_\_\_

*\*Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that they have received a copy.*

**SCHEDULE G**  
**Intensive Assistant Plan**

**Plan of Assistance – Awareness Phase**

Teacher: \_\_\_\_\_ Date \_\_\_\_\_

Specific Concern(s) Related to the Following Iowa Teaching Standards:

Plan (Methods/Strategies):

Proposed Timeline:

Indicators of Progress:

Resources/Support Needed:

Next Meeting Date:

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature\*: \_\_\_\_\_ Date: \_\_\_\_\_

*\*Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that they have received a copy.*



**SCHEDULE G**  
**Intensive Assistant Plan**

**Final Summary – Awareness Phase**

Teacher: \_\_\_\_\_ Date \_\_\_\_\_

Information and Evidence Documenting Evaluator's Recommendation:

Evaluator's Recommendation:

- ☐ The problem is resolved and the teacher is recommended for removal from the Intensive Assistance Phase and returns to work as a Career Teacher.
- ☐ Progress is noted and the recommendation is to extend the timeline for the Intensive Assistance Phase.
- ☐ The Problem is not resolved, progress is not noted. The recommendation is for non-removal of contract.

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature\*: \_\_\_\_\_ Date: \_\_\_\_\_

*\*Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that they have received a copy.*

**SCHEDULE H**  
**Career Development Plan**

Teacher Name \_\_\_\_\_ Bldg. \_\_\_\_\_  
Date \_\_\_\_\_ School Year \_\_\_\_\_

General Focus of the Plan:

Specific Goal(s): *Written in a manner that allows for progress to be noted.)*

Rationale for the Plan:

What student learning concerns will this plan address and what is baseline data for analyzing the goals and progress?

How does this plan relate to building and/or district student achievement goals?

How will the strategies and activities in this plan lead to accomplishing the goal?

Check the Iowa Teaching Standards that are addressed in this plan:

- |   |   |
|---|---|
| <input type="checkbox"/> 1. Enhance Student Achievement | <input type="checkbox"/> 5. Monitoring Student Learning   |
| <input type="checkbox"/> 2. Content Knowledge           | <input type="checkbox"/> 6. Classroom Management          |
| <input type="checkbox"/> 3. Planning and Preparation    | <input type="checkbox"/> 7. Professional Growth           |
| <input type="checkbox"/> 4. Instructional Strategies    | <input type="checkbox"/> 8. Professional Responsibilities |

Strategies, Activities and Periodic Assessments:

Resources needed to implement the plan:

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Administration Signature \_\_\_\_\_ Date \_\_\_\_\_

Date of mid-year conference \_\_\_\_\_ Initials of teacher and administrator \_\_\_\_\_

**SCHEDULE H**  
**Career Development Plan**

**End of Year Report**

Teacher Name \_\_\_\_\_ Bldg. \_\_\_\_\_  
Date \_\_\_\_\_ School Year \_\_\_\_\_

What do the results, outcomes and/or products of this plan indicate relating to student learning concerns?

Teacher comments and reflections on what has been learned as a result of this plan:

Administrator comments and reflections:

As a result of this experience, what might be the focus of the next career development plan?

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator Signature \_\_\_\_\_ Date \_\_\_\_\_